

FAIRMONT ELEMENTARY SCHOOL

OUR JOURNEY FROM FAILING TO NATIONAL BLUE RIBBON SCHOOL



THE BRUTAL FACTS

- FAIRMONT IS A TITLE 1 SCHOOL – FREE/REDUCED LUNCH COUNT RANGES BETWEEN 84-94%
- FAIRMONT IS AN EL MAGNET PROGRAM-EL POPULATION IS 25-33%
- FAIRMONT HAS A 30% MOBILITY RATE
- WE TEACH A MOVING TARGET

GUIDING OUR WORK

- **THREE BIG IDEAS:**
- **FOCUS ON LEARNING**
- **CULTURE OF COLLABORATION**
- **FOCUS ON RESULTS**

FOUR ESSENTIAL QUESTIONS:

- **WHAT DO WE WANT OUR STUDENTS TO KNOW AND BE ABLE TO DO?**
- **HOW DO WE KNOW WHEN THEY KNOW IT?**
- **WHAT DO WE DO WHEN THEY ARE NOT LEARNING?**
- **HOW DO WE ENRICH AND EXTEND THE LEARNING?**

WORKING TOGETHER

- **LEADERSHIP TEAM :** THE LEADERSHIP TEAM MEETS EVERY MONDAY MORNING. MEETINGS ARE ONE HOUR MAXIMUM. THE LEADERSHIP TEAM IS THE PRINCIPAL, ASST. PRINCIPAL, COUNSELOR, NURSE, INTENSE INTERVENTIONIST, SPECIAL ED TEACHER, SPEECH THERAPIST AND LITERACY COACH. DISCUSSION ITEMS INCLUDE ASSIGNED INTERVENTIONS, MOVE-INS, RECENT TESTING RESULTS, NECESSARY PD AND COLLABORATION TOPICS, NECESSARY RESOURCES AND SCHEDULE CHANGES.
- **GRADE LEVEL TEAMS:** MEET EACH TUESDAY WITH ASST. PRINCIPAL AND LITERACY COACH. TOPICS ROTATE THROUGHOUT THE MONTH: RTI, LITERACY PD, DATA TEAM MEETING, RTI/ SPECIFIC GRADE LEVEL NEEDS.

WORKING TOGETHER

- **INTERVENTION TEAM: THIS TEAM MEETS EACH FRIDAY. IT CONSISTS OF PRINCIPAL, ASST. PRINCIPAL, SOCIAL WORKER, THERAPIST, EL TEACHERS, SPECIAL ED TEACHERS AND ACCELERATION TEACHERS. SPECIFIC STUDENT NEEDS ARE DISCUSSED AND APPROPRIATE INTERVENTIONS/ACCELERATIONS ARE PUT IN PLACE. NEW STUDENTS ARE DISCUSSED, PLUS THE EFFECTIVENESS OF INTERVENTIONS/ACCELERATION, AND NECESSARY PARENT CONFERENCES TO SCHEDULE. WE ALWAYS END WITH SMALL VICTORIES.**

COLLABORATION

- **WEDNESDAY AFTER SCHOOL WE HAVE “ COLLABORATION TIME.” TEACHERS IN THE CORPORATION STAY 55 MINUTES EACH WEEK TO COLLABORATE. THIS TIME CAN BE USED FOR:**
- **GRADE LEVEL TEAM MEETINGS**
- **TOPICS CHOSEN BY LEADERSHIP TEAM**
- **MATH/LITERACY PD / RESPONSE TO DATA AS A STAFF/ COUNSELING PD FOR BEHAVIOR COACHING TECHNIQUES/CLASSROOM MANAGEMENT AND TEACHER TIMESAVERS (LED BY TEACHERS ON STAFF) GRADING AND SCORING COLLABORATION.**

FOCUS ON LEARNING

- **WHAT DO WE WANT OUR STUDENTS TO KNOW AND BE ABLE TO DO? WE FOLLOW THE STATE STANDARDS.**
- **HOW DO WE KNOW IF THEY HAVE LEARNED IT? WE USE COMMON FORMATIVE ASSESSMENTS TO CHECK FOR UNDERSTANDING. TEACHERS ALSO USE SHORT “QUICK CHECKS” TO GUIDE TEACHING AND A DAILY MATH REVIEW. (DMR)**
- **WHAT DO WE DO IF THEY ARE NOT LEARNING? WE HAVE A PERIOD OF TIME EACH DAY CALLED “ACCELERATION.” THIS IS FOR FOCUSING ON SPECIFIC STUDENT NEEDS. IT IS TARGETED INSTRUCTION AND EXTRA TEACHING/ SUPPORT STAFF IS IN THE CLASSROOM DURING THIS TIME TO WORK WITH SPECIFIC STUDENTS OR SMALL GROUPS.**

WHAT DO WE DO IF THEY ARE NOT LEARNING?

WE HAVE A PERIOD OF TIME EACH DAY CALLED “ACCELERATION.” THIS IS TIME SET ASIDE TO WORK ON TARGETED INSTRUCTION FOR SPECIFIC STUDENT NEEDS. THERE IS EXTRA HELP IN EACH GRADELEVEL DURING ACCELERATION TIME.

- INTERVENTIONISTS TRACK EACH STUDENT. WE KNOW EACH SKILL THAT A STUDENT NEEDS TO MASTER. ACCELERATION TIME IS USED TO ADDRESS THESE.**

THESE GROUPS ARE FLEXIBLE AND CHANGE AS SKILLS ARE GAINED.

WHAT DO WE DO IF THEY ALREADY KNOW IT?

- ACCELERATION TIME CAN BE USED FOR ENRICHMENT TIME FOR STUDENTS WHO HAVE ALREADY MASTERED THE MATERIAL.
- ACCELERATION TOPICS ARE CHOSEN BY GRADE LEVEL TEAM AND SPECIAL AREA TEACHERS ALSO PARTICIPATE. WE HAVE HAD GEOGRAPHY UNITS, HEALTH, SPANISH , POETRY, LITERATURE CIRCLES, MUSIC, THEATRE , ROBOTICS AND CODING.
- WE ALSO HAVE A “ SOCIAL SKILLS” CLASS DURING ACCELERATION FOR STUDENTS STRUGGLING WITH SELF REGULATION AND CONTROL. IT IS LED BY OUR ED TEACHER.

OUR MASTER SCHEDULE

Fairmont Master Schedule
2018-2019

Period	Term 1	Term 2	Term 3	Term 4
8-13-18 Fall	8-13-18 Learning Week	8-13-18 Learning Week	8-13-18 Working	8-13-18 Special
8-13-18 Learning Week	8-13-18 Fall	8-13-18 Special	8-13-18 Acceleration	8-13-18 Special Reading Week
8-13-18 Learning	8-13-18 Special	8-13-18 Fall	8-13-18 Special	8-13-18 Winter Study
8-13-18 Reading	8-13-18 Learning	8-13-18 Learning	8-13-18 Master/Student Reading	8-13-18 Working
8-13-18 Master/Student Reading	8-13-18 Master/Student Reading	8-13-18 Reading	8-13-18 Reading	8-13-18 Acceleration
8-13-18 Acceleration	8-13-18 Working	8-13-18 Acceleration	8-13-18 Learning	8-13-18 Learning
8-13-18 Fall	8-13-18 Special	8-13-18 Working	8-13-18 Master/Student Reading	8-13-18 Master/Student Reading
8-13-18 Learning Week	8-13-18 Acceleration	8-13-18 Fall	8-13-18 Winter Study	8-13-18 Reading
8-13-18 Special	8-13-18 Fall			

Specials

Period	Term 1	Term 2	Term 3	Term 4
8-13-18	8-13-18	8-13-18	8-13-18	8-13-18
8-13-18	8-13-18	8-13-18	8-13-18	8-13-18
8-13-18	8-13-18	8-13-18	8-13-18	8-13-18
8-13-18	8-13-18	8-13-18	8-13-18	8-13-18

- REFER TO ALLTHINGSPLC FOR IDEAS AND SAMPLES

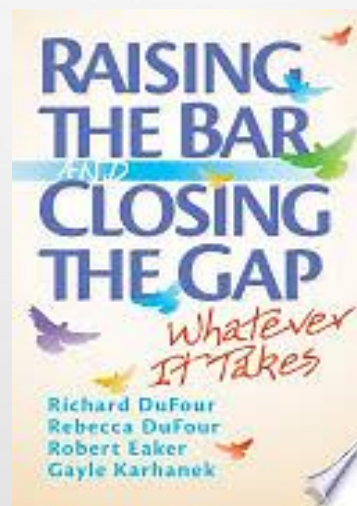
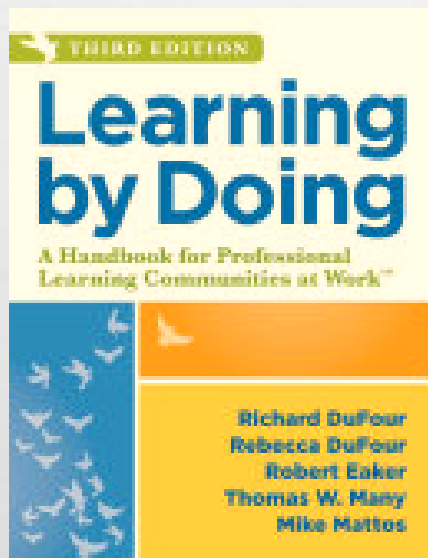
TRACKING



PARENT INVOLVEMENT

- **KINDERGARTEN PARENT DAYS:** PARENTS ARE INVITED TO ATTEND FIVE KINDERGARTEN EVENTS A YEAR. OUR LITERACY COACH TEACHES A PARENT LESSON ABOUT HOW TO SUPPORT READING OR MATH SKILLS AND THEN PARENTS JOIN THEIR CHILD IN THE CLASSROOM AND SEE THE TEACHER DO A LESSON. PARENTS THEN HELP THEIR CHILD COMPLETE AN ACTIVITY THAT UTILIZES THE NEW SKILL. PARENTS ARE GIVEN AN ACTIVITY PACKET TO TAKE HOME.
- **INTERNATIONAL DAY:** PARENTS PARTICIPATE IN SHARING THEIR CULTURE WITH OUR SCHOOL. WE HAVE A HUGE PARADE AND DAY OF TOURS AND INTERNATIONAL FOOD.
- **PTO, OPEN HOUSE, GRADE LEVEL PARENT MEETINGS, TITLE 1 PARENT NIGHTS WITH ACTIVITIES TO HELP PARENTS SUPPORT LEARNING.**
- **SPRING MUSICAL FROM JANUARY TO MAY**

RESOURCES



HOW DID WE START?

- WE STARTED SMALL. WE USED SEVERAL BOOKS TO GUIDE OUR WORK AND IN DECEMBER, WE DETERMINED THAT WE HAD ENOUGH STAFF SUPPORT TO START WITH 5 TEACHERS. OUR SCHOOL POPULATION WAS SMALL THAT YEAR SO THIS INCLUDED TEACHERS FROM THREE GRADE LEVELS.
- WE KEPT THE REST OF THE STAFF INFORMED.
- TOTAL BUY IN CAME WHEN THE STATE TEST RESULTS CONFIRMED THAT WE WERE MAKING GREAT PROGRESS.